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Leadership and Management

Creating a Professional Learning Community

As I waited for my chicken sandwich and fries, I watched the manager of the local McDonald's shout out orders. "I'm waiting for five fries. We're behind. Pick it up! Pick it up!" This man would not have succeeded as the principal in a school. He was using management strategies expected within his organization, but I doubt if anyone would have described him as a leader.

McDonald's needs managers, but schools need leaders who have effective management skills and strategies. What is the difference between a manager and a leader? What is the difference between management and leadership?

In a recent article in *The School Administrator*, John Forsyth stated, "Effective superintendents are identified as key to the success of improvement efforts" (2004, p. 6). Research supports that effective schools have "good central-office leadership and sound school board governance" (2005, p. 7).

Valerie Chrisman, in her article "How Schools Sustain Success" (2005), stated "when asked to list three factors that were most likely to improve test scores, surveyed principals from both successful and unsuccessful schools included district leadership. All the unsuccessful sample schools demonstrated a lack of strong district leadership" (p. 18).

We also know that schools that have high academic achievement have instructional leaders as principals. Forsyth stated, "The importance of the principal cannot be overstated" (2005, p. 7). According to Elaine McEwan, in her book *10 Traits of Highly Effective Principals* (2003), "school leadership occasionally disappears from the radar screen of educational reform" (p. xxi). However, with the push from the No Child Left Behind Act, "Policy makers have discovered that teachers, tests, and textbooks can't produce results *without* highly effective principals to facilitate, model, and lead (p. xxiii).

It would be a powerful research topic to look at the interplay and synergistic effects of building and district leadership. We seem to study one or the other, but not the interplay among them. Do buildings make as much progress if those in the district central office are not perceived as strong educational leaders? Is there a compounding effect in districts with instructional leaders at the district and building levels? Can strong district leadership inspire academic achievement without having strong instructional building leaders? One wonders . . .

Leadership Is . . .

Literature about leadership does two things. First, it describes leadership as an entity. Second, it describes the traits of leaders. We will look at leadership first.

What is leadership? Theories of instructional leadership abound. Richard DuFour, author of *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement* (1998), said, "Research of effective schools from the 1970s and 1980s placed principals at the head of school improvement efforts" (p. 183). Leadership creates a shared mission and values among the staff, collaborative teams, action orientation and experimentation, continuous improvement, and results orientation (pp. 25–28).

Terrence E. Deal and Kent D. Peterson, in *Shaping School Culture: The Heart of Leadership* (1999), described the heart of leadership as the ability to read school culture, strengthen it, and change or shape it for a new direction, if necessary. They talk about the importance of symbolic leaders who understand the roles of poets, historians, visionaries, anthropological sleuths, symbols, potters, actors, and healers (pp. 85–99). Notice that many of these roles have strong affective components.

Thomas Sergiovanni, in *The Lifeworld of Leadership* (2000), describes it as "special leadership because they [the schools] are lifeworld intensive. Values play a particularly important role" (p. 166).

In a report on “Leadership for Student Learning,” the National Association of Secondary School Principals (NASSP) stated that the leadership exhibited by 21st-century principals will need to be

- Instructional—focusing on teaching and learning, professional development, data-driven decision making and accountability
- Community—being aware of the school’s role in the greater society, with shared leadership among educators, community partners, and residents; close relations with parents and others; and advocacy for school capacity, building, and resources
- Visionary—demonstrating energy, commitment, entrepreneurial spirit, values, and conviction that all children will learn at high levels, as well as inspiring others with this vision both inside and outside the school building (p. 8). <http://www.iel.org/programs/21st/reports/principal.pdf>

In his Pulitzer Prize and National Book Award winning book entitled *Leadership* (1978), James MacGregor Burns hoped that the secret of leadership was “that people can be lifted into their better selves” (p. 462). Yet “to understand the nature of leadership requires understanding of the essence of power, for leadership is a special form of power” (p. 12). Though we would like to use that power for good purposes, not all leadership is positive. We have seen leadership throughout the course of history that has also been negative and harmful. However, this book will only address leadership and leaders who move learning institutions in positive directions.

Peter Senge, in *Schools That Learn* (2000), titled the chapter on leadership as “Leading Without Control.” His leadership has the following characteristics:

- Engagement—the ability to recognize the complexity of systems and facilitate reflective conversations about difficult issues
- Systems thinking—the ability to “recognize the hidden dynamics of complex systems and to find leverage” (p. 415)
- Leading learning—modeling “learner-centered” as opposed to “authority-centered” inside and outside the classroom (p. 416)
- Self-awareness—understanding the impact decisions have on people and the ability to reflect and establish one’s personal vision (p. 418)

Leadership is dynamic, process-oriented, and personally engaged. One type of leadership that we are particularly interested in, instructional leadership, is that “strong leadership [which] promotes

excellence and equity in education and entails projecting, promoting, and holding steadfast to the vision; garnering and allocating resources; communicating progress; and supporting the people, programs, services, and activities implemented to achieve the school's vision" according to Sally J. Zepeda in *The Principal as Instructional Leader* (2003).

The National Association of Secondary School Principals issued a document, *Breaking Ranks II: Strategies for Leading High School Reform*, in 2004. The document is seen as a footprint in how to reshape high schools to meet the needs of the 21st century. One topic, of course, is leadership. The document analyzed three familiar types of leadership: one, visionary, which views change as necessary but may be overly optimistic and not thoughtful in preplanning analysis; two, technocratic leadership, which emphasizes quantifiable results while neglecting the concerns of the people involved creating short-term gains at the risk of long-term resentment; and three, sympathetic leadership, which focuses on people but may neglect the quantifiable results (p. 21). In contrast, effective leadership would be that which "looks outward to diagnose needs, challenges beliefs and assumptions, shapes a vision over time, and maintains persistence (p. 22).

Ethics and Spirituality of Leadership

Lately, there has been more discussion in the literature about the ethics and spirituality of leadership. Corporate scandals have brought the discussion to the front page of the newspapers, particularly for the business sector. We have heard about Enron and Martha Stewart and have watched as Stewart came home from her stint in prison, vowing to rise again. In addition, there have been discussions about ethics and moral purpose in education as well. Paul Houston, executive director of American Association of School Administrators (AASA), wrote, "But educational leaders, because of their responsibility for the future through touching the lives of children, have an even greater obligation" (School Administrator, 2002, p. 6). Our mission is greater because we work with children, and to be moral and ethical adults, we need to teach and model such behavior. "We get our work done, not through mandate and fiat, but by gathering folks together and persuading them to do what is right" (p. 8). Our obligation is not merely teaching the 3 R's; it is to respond to the need to lead in a fashion that provides an ethical example.

Sergiovanni (2000) believes that school leadership is "at root, . . . an ethical science concerned with good or better processes, good or better means, and good or better ends. This immersion of schooling and of school administration in values, preferences, ideas, aspirations, and

hopes accentuates the importance of lifeworld concerns of local schools and their constituents. To be ethically responsive the school leader must be vigilant in protecting the lifeworld from being colonized by the systemworld" (p. 166).

Deepak Chopra, author and motivational speaker, wrote in *The School Administrator*, September 2002. He described an ethical leadership as a system where

- Leaders and followers co-create each other.
- Leadership is a symbolic soul of the group. The leader allows the individuals and organization to grow from inside out.
- Inner qualities determine the results. The vision is only as good as the inner qualities of those carrying it out.
- A multitude of responses are available because the leader must understand the mixture and contradictions of possible responses—fight/flight, creativity/boredom, etc.
- Leaders give of themselves.
- A leader must be comfortable with disorder (pp. 11–12).

Dr. Michael Hartoonian, senior fellow in the Department of Educational Policy & Administration at the University of Minnesota, Minneapolis, would take the responsibility of ethical and moral leadership of public education even further. He stated that "a democratic free market cannot function, nor can commerce flourish, without quality infrastructures to help establish an ethical, aesthetic, efficient, and healthy context for business. The public school is the essential element for the preservation and enhancement of both democracy and the free market. But this can only happen if we understand that public schools were not created primarily to serve the private interests of students and their parents. Public schools exist for the wider community. They are here for the common good—to establish the intellectual, ethical, and aesthetic infrastructure for democracy and capitalism" (unpublished speech, MASA, April 21, 2005).

That means that schools have a "civic purpose" that must honor what he calls "the common good." We must think about others, our responsibility to society in our country and world. "Schools must critically serve a public purpose—to enhance the public realm that is the economic, ethical, and aesthetic infrastructure." "An education must be earned through good habits and rightful behavior. It comes from practicing work ethic and intellectual virtue and from recognizing that individuals have duties not only to themselves, and to one another, but to the common good as well. If our public schools are to take their rightful and essential place in the republic, then the culture

must understand that without a conception of the common good, public school makes no sense" (Unpublished speech, April 21, 2005).

The discussion about the moral and ethical responsibility of leadership and leaders is an important one. Because our work is so culture-laden, we who are responsible for leadership must take our responsibilities seriously if we are to continue to have leadership in our country that is truly bound by doing "the right thing." We affect all of our children who grow up to be the adults that exhibit leadership across professions. It is incumbent upon us to have discussions about and to be examples of ethical leadership.

Leaders Have . . .

Other literature on leadership describes leaders. Gene E. Hall and Shirley M. Hord, in *Change in Schools: Facilitating the Process* (1987), stated that "the leadership literature has in large measure centered on the analysis of the traits, behaviors, or styles brought to the role of leader and on the extent to which the situation influences leadership potential" (p. 51). As one reads about the traits leaders have, it is important to note that the lists are often a mix of personal traits and skill sets. It is an important topic for future discussion to analyze how it would be possible to train administrators to have leadership skills when some of the traits are more about the person than about the respective skill sets they possess.

Daniel Goleman, Co-director of the Consortium for Research on Emotional Intelligence in Organizations at Rutgers University, discussed leaders in terms of emotional intelligence. In 2002, Goleman et al., in *Primal Leadership: Realizing the Power of Emotional Intelligence*, said simply, "Great leaders move us" (p. 3). The ability to do so, he said, is that "no matter what leaders set out to do . . . their success depends on how they do it. Great leadership works through the emotions" (p. 3).

In *Good to Great* (2001), Jim Collins, dubbed his top leaders as "Level 5 Leaders" and described them as people who

- Demonstrate a paradoxical mix of personal humility and professional will
- Set up successors to be successful also
- Display compelling modesty and are understated
- Are fanatically driven to produce sustained results
- Are more plow horse than show horse
- Attribute much of success to good luck rather than to personal greatness

- Use window and mirror approach—when there is success, they use a window to see factors other than themselves for success. When improvement is needed, they use a mirror to look for ways to improve (pp. 39–40).

The Level 5 leader uses skills to put together many components to “manage the system,” not the people (p. 125). In other words, leadership allows the leader to concentrate on the synergy of the system, rather than on the components themselves. The school leader is not like the McDonald’s manager who is on the food line calling for more French fries. Instead, the leader is putting together the components so that the employees themselves are monitoring output and input. “Leadership is influence” (Reeves, 2004, p. 25).

Traits of an Effective School Principal

Therefore, what does leadership look like specifically in the context of education? What are the traits of a principal as leader?

Based on research and interviews with 108 individuals, Elaine McEwan assembled what she called *10 Traits of Highly Effective Principals: From Good to Great Performance* (2003). An effective principal has the following traits in various degrees: Communicator, Educator, Envisioner, Facilitator, Change Master, Culture Builder, Activator, Producer, Character Builder, and Contributor. According to McEwan, no one person is perfect in all traits, but “[the principals] are all works in progress” (p. xvii).

McEwan believed that some traits were more dominant than others but that an effective leader *must* possess all of the traits “in some measure to be effective” (p. xxix). In her work, there were three major trait areas: “communication, instruction, and sense of purpose and mission” (p. xxv). “The respondents believed that highly effective principals were mission-driven individuals with strong communication skills, a high level of knowledge about teaching and learning, and the ability to provide instructional leadership” (p. xxvii). At the opposite end of the spectrum, “only about 10 percent of the respondents believed that highly effective principals should be *take-charge* individuals . . . and only one vote was cast for *charismatic principals*” (p. xxvi). This work corroborates the findings of Jim Collins’s *Good to Great* when he said, “The moment a leader allows himself to become the primary reality people worry about, rather than reality being the primary reality, you have a recipe for mediocrity, or worse. This is one of the key reasons why less charismatic leaders often produce better long-term results than their more charismatic counterparts” (p. 72).

Cynthia D. McCauley (1990), Director of Education and Nonprofit Sector Research Group, prepared a report for the Center for Creative Leadership on the traits of an effective school principal. She conducted a mega-analysis of five high-quality research studies to derive Competencies of Effective Principals. Following is a list reflecting this research:

- *Beliefs and Values About Education.* Effective principals are guided by a well-developed philosophy of education. They focus on providing the best educational experiences for students. They have high expectations of students, teachers, and self.
- *Cognitive Maps of Factors Influencing Schooling.* Broad, multifaceted knowledge of what factors inside and outside of the school have an impact on student learning. This knowledge is derived from personal experience, professional judgment, and research findings.
- *Information Processing and Decision-Making Styles.* Effective principals are systematic information gatherers and manipulators. They anticipate problems and are decisive. They seek input and involvement from others in making decisions.
- *Setting Direction.* Effective principals are active in setting school priorities and direction. They combine district goals with their own school needs in setting priorities.
- *Organizing and Implementing.* Effective principals develop ways and means for reaching goals. They establish procedures for handling routine matters. They clearly delegate authority and responsibility and serve as role models for how to get things done.
- *Monitoring.* Effective principals monitor progress toward goals and evaluate staff systematically, feeding back the information gained.
- *Communicating.* Effective principals express ideas clearly and frequently.
- *Developing Staff.* Effective principals identify staff developmental needs and work to improve the staff in these areas.
- *Managing Relationships.* Effective principals develop productive relationships with their staff and work to resolve conflict. They are aware of the needs, concerns, and feelings of others. They make themselves available to staff and are honest and direct with staff. They also maintain positive relations with students and with the community.
- *Adapting Actions to Context.* Effective principals tailor leadership styles to fit the situation and adapt behaviors to fit the

organizational and community context of their schools (p. 10). In addition, principals need to have competencies in school-based management, teacher empowerment, and working with stakeholders (pp. 11–13).

Todd Whitaker (2003) studied 50 schools to write a book, *What Great Principals Do Differently*, describing the difference between more effective and less effective principals. His characteristics were derived by analyzing how great principals focused their attention, how they spent their time and energy, and what guided their decisions. What he learned was that “it is never about programs; it is always about people” (p. 8).

According to DuFour and Eaker (1998), effective school leaders

- Lead through shared vision and values rather than through rules and procedures.
- Involve faculty members in school’s decision-making process and empower individuals to act.
- Provide staff with the information, training, and parameters they need to make a good decision. (pp. 184–187)

In addition to the litany of traits already described, this author believes that effective school leaders also demonstrate the following:

- *Knowledge.* A leader must pursue knowledge in a variety of topics as a lifelong learner. An effective leader is intelligent, well read, and, most importantly, inquisitive.
- *Process Skill.* A leader understands the stages of process, the stages of change, the process of learning, and the process of human development, to name a few.
- *Awareness/intuition.* A leader must be aware of nuances, body language, culture, disruptions, feelings, tones, and bad days. Whether this is intuition, or keen insight, does not matter. What matters is that a leader pays attention to the emotional, non-verbal aspects of the human dimension.
- *Kindness.* A leader must be able to feel empathy. Without it, there is no understanding of the human condition.
- *Sense of Humor.* To have a sense of humor, one must understand irony and paradox. Humor helps one appreciate the idiosyncrasies of life. But most important, it helps keep a balance between the real and surreal, important and unimportant, tragic and comic.
- *Reflection.* A leader must be a reflective practitioner. Parker Palmer, author of *The Courage to Teach* (1998), put it this way.

“... teaching [leadership] holds a mirror to the soul. If I am willing to look at that mirror, and not run from what I see, I have a chance to gain self-knowledge, and knowing myself is as crucial to good teaching [leading] as knowing my students and my subject” (p. 2).

- *Understanding of Paradox.* Whatever lesson or process we are engaged in will have an opposite that can teach a valuable lesson. The key is to pay attention. Nature is a prime example of paradox because as winter comes, plants start preparing for spring by storing energy. We do not see the hidden preparation, much as we do not see the hidden lessons in what we are doing unless we pay attention.
- *Management Knowledge.* A school leader needs to be able to use management strategies to allow leadership to come to fruition.

Management Is . . .

We have discussed leadership and leaders. What is the difference between that and management? How must an educational leader also be a manager?

A manager is someone who organizes the daily life of an organization so that it runs smoothly. A manager needs to understand the interaction of the physical plant and the physical needs of the people within the organization. In schools, management involves such things as designing an effective master schedule, organizing the buses so they run on time, or making certain that food service is well-designed and efficient. Management is also knowing how to manage time, how to multitask when necessary, how to respond to parent concerns, and how to evaluate teachers in a timely fashion. On a personal level, it is the ability for an individual to manage time to answer messages, to submit budget proposals on time, to utilize clerical help, and yet to have time to be an instructional leader and remain mentally, physically, and spiritually healthy.

In our training programs, we often discuss the management pieces as a stepchild when we are learning about the more glorious aspects of theories about leadership and leaders. We may practice in-box activities to help learn to prioritize daily events. We may take a seminar in time management. However, we do not spend time talking about the need for integrating management skills with leadership skills as keys to being an effective school leader.

Businesses talk about management, particularly about time management, as though that makes a person a better leader. Stephen

Covey, in *First Things First* (1994), did a meta-analysis of time management literature and described eight basic approaches. Six pertinent strategies are discussed here:

1. *Get Organized*. There is a belief that having enough file drawers or bins or calendars will help make a person more efficient and will prevent wasting time looking for misplaced items. The weakness is, however, that the organizing “becomes an end in itself, rather than a means to greater ends” (p. 323). This management tactic supports the belief that an efficient manager has a clean and orderly desk. A clean desk is only that—a clean desk. It does not indicate a person’s leadership or management capabilities.

2. *Warrior Approach*. The warrior approach demands that a person protect time to focus on important tasks only. This approach does strengthen the belief in personal responsibility for how a person spends one’s time. However, it also puts managers into a “survivalist paradigm,” to “put up barriers, say no” (p. 324).

3. *Goal Approach*. Broadly, this approach says to know what the goal is and focus all efforts toward that goal. One strength of this approach is to help people set goals. A weakness, however, is that sometimes the goal is impossible to achieve, which may or may not be the individual’s responsibility. Another weakness is that the goal may not bring the expected or desired outcome, which feels defeating.

4. *Prioritization and Values Identification*. This technique involves values clarification and task ranking. However, again natural laws may interfere with the completion of the tasks and sometimes values have to change. Personal values may not be in sync with those of the organization and may not bring success or happiness.

5. *Magic Tool Approach*. The magic tool approach is much like the magic curriculum approach. If only we had the right math curriculum, all learners would learn. If only we had the right tool—computer software, calendar program, filing system—then the person would be an effective leader or manager. However, there is no perfect tool. Sometimes the tool becomes rigid. And sometimes it takes more time—to write everything down, to use a color-coded system—than is necessary. Looking organized is not the same thing as *being* organized.

6. *Time Management 101*. There are often seminars available for one day experiences that give people kitschy ways to manage time. The weakness is again that not every strategy fits every learner. Such courses do not train people to develop their own best practices.

Purpose of Management

It is important to put management skills into a context. If the above management strategies are taught in isolation and not within a context of how effective management facilitates leadership or how certain strategies can help an effective leader, then the management strategies do not support or sustain leadership and leaders. If, however, successful management is strategically integrated into leadership, then the leader is able to cause leadership to happen.

Leadership and management must work together under the guiding hand of an ethical leader. Michael Fullan (2002), professor and author of many books on change and leadership, believes that “in a real sense we are talking about transforming the teaching profession . . .” (p. 14). Leaders exhibit interpersonal skills in a manner that demonstrates respect, understanding, empathy, and ethics in a context that is rich in paradox, messy in its human interactions, and beautiful in that we have the supreme gift of working with the children of our future. We have the opportunity to create and make a difference unlike any other profession.

How to Use Theory About Leadership and Management

As we study theories, whether they are about leadership, leaders, or management, it is important to make use of the theory. In graduate classes it is assumed that knowledge of theory will lead to better practice.

There are two ways to use theory. One, a person may look at theory from a macro perspective. What does this theory tell me about the big picture? About looking at systems? Some big ideas are helpful in examining a system of one particular job but may not be at all helpful in another situation. For example, a middle school principal was hired to create change in a system that was unhealthy and stuck. She had to use many of the strategies that are helpful in creating discomfort or cognitive dissonance. She had to be comfortable with the change process and the time it takes to make change occur. She applied the big ideas as relevant to change leadership (Sigford, 1995, p. 76).

In her next position, she was the principal of a middle school that was staffed by teachers who were determined to work together to create a learning environment for all students. This position needed her to be a good communicator, especially a good listener, and to facilitate the good ideas that teachers brought forward. It was her task to

find resources in professional development, time and money to let the wonderful teachers do their job. Those two situations demanded very different leadership skills. She had to be very aware of the difference in systems and to apply different theoretical models as appropriate. She had to be able to look at both systems from a macro perspective and use tools that applied to each situation.

Another way to use theory is to identify an area for further study as a personal professional growth goal. For example, in looking at McEwan's (2003) traits of effective principals, Bill recognized that he needed to spend more time in being a "Culture Builder" in his building. According to McEwan (2003), a Culture Builder is one who understands and appreciates the power of culture, knows what a good culture looks like, facilitates development of core values, communicates those values clearly, rewards those who support and enhance the culture, builds cultures that people choose, and knows that the "small stuff" is really the "big stuff" (p. 101).

Bill is a high school principal of the "old school" who was a social studies teacher, a coach, and who has been a high school principal for a long time. However, leadership needs have changed over the past five years, particularly with No Child Left Behind. There is more need for data-driven decisions, which demand a better knowledge and utilization of technology. Also the culture of his building needs some attention in order to be effective and support the needs of the staff as they look at teaching increasingly diverse populations.

Bill decided that a personal and professional goal for him this year would be to work with a facilitator to research the core values of the staff and begin to build upon them. Another choice was that he read *Courage to Teach* by Parker Palmer (1998) and establish a discussion group with his teacher leader group. He recognized that he needed to channel his energies into new areas in order to respond to the different cultural needs of the building.

In addition to looking at leadership theory and individual traits, leaders also need to look at effective management skills in order to maximize the leadership potential. The McDonald's manager must make certain that the store has adequate supplies, labor, accounting systems, and clean bathrooms and tables. The manager must ensure that the bills are paid and that the parking lot is clean. Plus, there has to be enough ketchup.

School leaders must also attend to the management aspects. They can look at management from the macro perspective and from the personal, goal-setting perspective. For example, as a principal, I know that I do not pay enough attention to the custodial aspects of the building. It can be a goal of mine in the upcoming year to learn the

intricacies of building maintenance and then work on facilitating good plant management. It cannot be stressed enough that an effective leader also has effective management strategies.

Therefore, the educational leader must look at theory and try to integrate the theories into the best practice, either from a big picture or by using ideas to fine tune daily practice.

No Such Thing as Perfection . . . Or the Human Element

If we have so many theories on leadership, leaders, and we know successful management techniques, why isn't every organization perfect? Why do we still struggle with defining and describing leadership? Why do we still offer management seminars?

Put very simply, it's because there is no such thing as a perfect theory, leader, situation, or implementation. No two people interpret theories the same, nor do they enact them the same. No two leaders have the same skill set. Plus, no two situations are the same. The role of the interaction of culture and leader cannot be underestimated. In addition, no two people exhibit the same management strengths and no two situations have exactly the same management needs.

Sergiovanni (2000) described it thus: "Schools also need special leadership because school professionals don't react warmly to the kind of hierarchically based command leadership or hero leadership that characterizes so many other kinds of organizations" (p. 166). "Ordinary images of how to organize, provide leadership and support, motivate, and ensure accountability just do not seem to fit schools very well" (p. 167). Because of that we keep trying new ideas, writing and reading new books, and tweaking old systems to try to make them better.

For example, I may feel that one of my greatest strengths is visionary leadership. I am able to see patterns and help move toward the future. However, if in a situation where the organization may be stuck and not wanting to move forward, I may not have the individual leader traits to move the organization along. However, in a different situation where the organization is ripe for vision, my theories and personal strengths may fit and I may be seen as a powerful educational leader.

Another graduate-school classmate, who sees himself as a strong organizational leader, who can put plans and designs into place, may not do well in an organization that needs vision and propelling into

the future. Although we were in the same class and understand some of the same theories, we may have different levels of success based on the interaction of the culture of an organization, the application of theory, and the utilization of individual personal strengths and strategies. That's why it is much easier to write theories about leadership and leaders than it is to put those ideas into place in a manner that guarantees educational leadership and student achievement.

In addition, the concept of management weaves in and out of the discussion of leadership. If I am a strong visionary leader and cannot organize an effective master schedule, it is doubtful that any long-term, effective, educational change will occur. As a corollary, if I am a strong manager who can make an organization run very smoothly with timetables, clean bathrooms, coverage in the halls, but I have no idea of leadership and personal leadership traits, the instructional part of leadership may atrophy and the students will suffer.

Therefore, it is important to have a repertoire of knowledge of leadership in general, leadership traits of an individual, and effective management strategies. It is important to recognize that no one idea works all the time or in all situations. It is important to have a strong theoretical background, and it is equally important to have the reflective, self-examination skills to be able to change approaches and strategies of leadership and management when necessary.

Purpose of This Book . . .

This book is designed to be a handbook for administrators, particularly those new to the task, to have one resource for the many components that make up the job of school administrator. Each chapter is devoted to a topic that, if researched individually, has been described at length by hundreds of books and articles. This book is a handbook with the major topics in one volume.

This handbook provides an introduction or overview to the area and then suggests further resources for more in-depth study, if needed. For some chapters, readers may want to explore further. For others, the basic knowledge or review is all that is necessary. There are questions at the end of each chapter for personal reflection and for group study, so that this handbook may be used as a text for professional development among peers or as a personal journal.

Questions are provided, but the process used for each group discussion may be different, depending on the context of the group. There are some excellent resources on facilitating group discussion.

Elaine McEwan's book on *10 Traits* (2003) has a section in the back of the book on facilitating group discussion. Garmston and Wellman (1999) have many wonderful suggestions on facilitation of group process. It is unnecessary for me to repeat such good work already well outlined by others.

Within each of the topics, the theoretical ideas are integrated with management strategies. The two are interwoven so that the administrator does not have to waste time discovering how to manage a topic but can concentrate on the leadership aspects.

Summary

Therefore, because of the need for knowing about leadership theory, for knowing what personal leadership traits make an effective school leader, and for having management strategies, this book starts by exploring theories of leadership and leadership traits.

Next, the book discusses individual topics by providing an overview and then providing practical suggestions for management of the topic.

Finally, the book brings the discussion to the level of a reflective practitioner. Unless a person can take global theories, translate them to daily work topics, and incorporate them into personal behavior, leadership will not occur. The book begins at its most global perspective and becomes increasingly personal so that strategies and ideas become routinized. The reflective skill is emphasized also within each topic at the end of each chapter.

Some would say that management is a skill and leadership is an art. However, an effective principal, a leader, does both.

As for the best leaders,
the people do not notice their existence.
The next best,
the people honor and praise.
The next, people fear
and the next the people hate.
When the best leader's work is done,
the people say, we did it ourselves.

—Lao-Tzu, 6th century B.C.

Personal Journal

How do I blend management needs with leadership skills?

What are my strengths as a manager? As a leader?

It is important to reflect on professional practices. When was the last time I read and reflected about leadership?

Group Discussion

1. How does an effective school leader decide how to approach the culture of a building? How does a leader decide what approach to take?
2. What are some situations where certain leadership theories may not work?
3. What should a leader do when something is not working?

